PETERBOROUGH KEYS
ACADEMIES TRUST

## Progression Map

Geography

| Geography |  |  |  |
| :---: | :---: | :---: | :---: |
|  | Geographical Scale | Location and Place | Interconnections |
| N | All Creatures Great and Small Find out about African Grasslands Look at where Africa is on a map / globe | Polar Express <br> Look at an artic environment | Marvellous Me <br> Talk about their home and where they live |
| EYFS | Where We Live Local area study: Walk around locality, find features on maps | Where We Live Learn geographical words for physical features, e.g. beach, hill, forest, river, sea, mountain | Where We Live <br> Find out about a different part of the world and discuss how it is similar or different to their own |
| Y1 | Here I am <br> Our community is at the local scale <br> Where are we <br> Our country is at the national scale <br> There you are <br> Continents are at the global scale. When making comparisons, the two places need to be at the same scale | Where are we <br> Countries and capital cities of the UK; some human and physical features of the UK <br> There you are <br> Seven continents; Equator, North Pole and South Pole <br> Comparison of areas in UK with areas in contrasting non-European country | Where are we Humans are affected by physical features everyday (e.g. weather) |
| Y2 | Hot and Cold Deserts <br> Some physical features - like rivers or deserts span local, national and even global scales | Hot and Cold Deserts <br> Locating hot and cold deserts across the world Rivers, Seas and Oceans Seas surrounding the UK, five oceans | Hot and Cold Deserts Human features are often shaped by physical features |
| Y3 | Mountains and Volcanoes <br> The effects of physical features - like volcanoes can be felt at the local, national and even global scale <br> Looking at Europe <br> Recognise maps at the local, national and global level and select the most appropriate one | UK <br> Rivers of the UK: UK, Great Britain, British Isles; countries and regions in the UK; land use in the UK Mountains and Volcanoes <br> Locating volcanoes across the world; location and effects of eruption at La Soufrière and Etna <br> Looking at Europe <br> Locating countries in Europe; human and physical features of the Amalfi Coast and the Alps | Looking at Europe <br> There are similarities and differences between places, even if they have similar physical and / or human features |
| Y4 | Earthquakes and Settlements While physical effects are felt most at the local or national scale, the response can be at the global scale | Brazil <br> Locating countries in South America, physical and human features of Brazil, lines of longitude and latitude <br> Earthquakes and Settlements <br> Location and effects of earthquakes in Haiti / Japan | Rainforests <br> Human activity can affect physical features (e.g. <br> deforestation of Amazon) <br> Earthquakes and Settlements <br> Humans adapt to living in earthquake-prone areas There are similarities and differences between LICs, MICs and HICs |
| Y5 | World Trade | World Trade | World Trade |

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|  | Trade takes place at the local, national and global <br> scale; over time, trade has tended to become more <br> and more global | Locating countries in North America <br> Investigating Water <br> Human and physical features around a local river <br> and Danube, Mississippi and Seven rivers, <br> distribution of the world's water <br> Climates of the World <br> Locating climate zones and biomes across the <br> world; time zones | Many places at the local, national and global scale <br> rely on trading with other places across the world |
| :---: | :--- | :--- | :--- |
| Y6 | Improving the Environment <br> Actions at the local or national scale can have a <br> huge impact on the global scale, particularly on the <br> Earth's climate | On the Move <br> Migration from Syria to countries in Europe; and <br> Northern Triangle to USA | On the Move <br> Migration is usually the result of a related set of <br> push and pull factors |
| KS3 | Use scales more mathematically, measuring and <br> carefully calculating distances | Pupils build locational and place knowledge by <br> revisiting Europe, North America and South <br> America, and expanding this to Asia and Africa | Make more sophisticated connections between <br> cause and effect, human and physical and different <br> places |

